

**Copyright and Terms of Use Statement**

**© Australian Curriculum, Assessment and Reporting Authority 2025**

The material published in this work is subject to copyright pursuant to the Copyright Act 1968 (Cth) and is owned by the Australian Curriculum, Assessment and Reporting Authority (ACARA) (except to the extent that copyright is held by another party, as indicated).

The viewing, downloading, displaying, printing, reproducing (such as by making photocopies) and distributing of these materials is permitted only to the extent permitted by, and is subject to the conditions imposed by, the terms and conditions of using the ACARA website (see, especially, clauses 2, 3 and 4 of those terms and conditions). The terms and conditions can be viewed at [https://www.acara.edu.au/contact-us/copyright](https://aus01.safelinks.protection.outlook.com/?url=https%3A%2F%2Fwww.acara.edu.au%2Fcontact-us%2Fcopyright&data=04%7C01%7CSharon.Foster%40acara.edu.au%7C9931e11fa7684c603e6308d98331bbfb%7C6cf76a3aa824427092003d71673ec678%7C0%7C0%7C637685071906340874%7CUnknown%7CTWFpbGZsb3d8eyJWIjoiMC4wLjAwMDAiLCJQIjoiV2luMzIiLCJBTiI6Ik1haWwiLCJXVCI6Mn0%3D%7C1000&sdata=U5O4Vlbpf271IGmGiMh7fDwU4pLzzAiHpCQFylkp6s4%3D&reserved=0)

**TABLE OF CONTENTS**

[CURRICULUM ELEMENTS 3](#_Toc94513535)

[Year 7 3](#_Toc94513536)

[Year 8 11](#_Toc94513537)

[Year 9 18](#_Toc94513538)

[Year 10 25](#_Toc94513539)

CURRICULUM ELEMENTS

Year 7

|  |
| --- |
| **Year level description** |
| The English curriculum is built around the 3 interrelated strands of *Language, Literature* and *Literacy*. Together, the 3 strands focus on developing students’ knowledge, understanding and skills in listening, reading, viewing, speaking, writing and creating. Learning in English is recursive and cumulative, building on concepts, skills and processes developed in earlier years.  In Year 7, students interact with others for a variety of purposes.  Students engage with a variety of texts for enjoyment. They listen to, read, view, analyse, interpret, create and perform a range of spoken, written and multimodal texts. Texts may include various types of media, online and digital texts, novels, non-fiction, film, poetry and dramatic performances. The features of these texts may be used by students as models for creating their own work.  The range of literary texts for Foundation to Year 10 comprises the oral narrative traditions and literature of First Nations Australians, and classic and contemporary literature from wide-ranging Australian and world authors, including texts from and about Asia.  Literary texts that support and extend students in Year 7 as independent readers may be drawn from a range of realistic, fantasy, speculative fiction and historical genres. They may involve some challenging sequences of events and/or less predictable characters. These texts may explore themes of interpersonal relationships and ethical dilemmas in real-world and fictional settings, and represent a variety of perspectives. Informative texts may present technical information and content from credible sources about specialised topics. Text structures may be more complex, including chapters, headings and subheadings, tables of contents, indexes and glossaries. Language features may include successive complex sentences with embedded clauses, unfamiliar technical vocabulary, figurative and rhetorical language, and/or information supported by various types of images and graphics.  Year 7 students create a range of texts whose purposes may be aesthetic, imaginative, reflective, informative, persuasive and/or analytical; for example, narratives, performances, reports, reviews and arguments for different audiences. |

|  |
| --- |
| **Achievement standard** |
| By the end of Year 7, students interact with others, and listen to and create spoken and/or multimodal texts including literary texts. With different purposes and for audiences, they discuss, express and expand ideas with evidence. They adopt text structures to organise, develop and link ideas. They adopt language features including literary devices, and/or multimodal features and features of voice.  They read, view and comprehend texts created to inform, influence and/or engage audiences. They identify how ideas are portrayed and how texts are influenced by contexts. They identify the aesthetic qualities of texts. They identify how text structures, language features including literary devices and visual features shape meaning.  They create written and/or multimodal texts, including literary texts, for different purposes and audiences, expressing and expanding on ideas with evidence. They adopt text structures to organise, develop and link ideas. They adopt language features including literary devices, and/or multimodal features. |

|  |  |  |
| --- | --- | --- |
| **Strand: Language** | | **Year 7** |
| **Sub-strand: Language for interacting with others** | | |
| **Content descriptions** *Students learn to:* | **Content elaborations**  *This may involve students:* | |
| understand how language expresses and creates personal and social identities  AC9E7LA01 | * understanding local idioms and discussing their connection with personal and social identities * developing dialogue that reveals character in comics, cartoons and animations   *EAL/D students may benefit from:*   * learning about specific idioms and their origins * support to interpret tone and word choice | |
| recognise language used to evaluate texts including visual and multimodal texts, and how evaluations of a text can be substantiated by reference to the text and other sources  AC9E7LA02 | * building knowledge about words of evaluation, including words to express emotional responses to texts, judgement of characters and their actions, and appreciation of the aesthetic qualities of text * analysing how evaluative language can be used to assess the qualities of a narrative or persuasive text; for example, its impact on the reader or the author’s skill in the use of language * recognising how evaluative language is used to critically assess the validity of evidence and the reliability of sources   *EAL/D students may benefit from:*   * creating a word cline of evaluative language encountered in texts studied in class, e.g. ‘interesting’, ‘diverting, ‘compelling’ to explicitly demonstrate the strength, intensity and inference that words carry | |
| **Sub-strand: Text structure and organisation** | | |
| identify and describe how texts are structured differently depending on their purpose and how language features vary in texts  AC9E7LA03 | * examining the structures of book or film reviews and how they might move from description of context to summary of the text and then to judgement of the text * recognising the social purpose of a persuasive text and how the purpose is reflected in the text structure and by the language features; for example, analysing the structure and language features of advertising posters * describing the structure and language features of literary texts, arguments, discussions, creative and analytical responses to literary texts, films or popular media, and discussing how the structure and language serves the purpose of the text   *EAL/D students may benefit from:*   * model texts and instruction to demonstrate and explain the different stages and different language features in different types of texts | |
| understand that the cohesion of texts relies on devices that signal structure and guide readers, such as overviews and initial and concluding paragraphs  AC9E7LA04 | * comparing and analysing the structure of media texts such as digital news sites or print media, identifying strategies used to create cohesion * identifying how authors foreshadow how a text will unfold; for example, identifying the topic sentence, sentence openers and text connectives   *EAL/D students may benefit from:*   * model texts and instruction to demonstrate and explain how cohesive devices are used in before collaborating in small groups to deconstruct cohesion in a range of texts | |
| **Sub-strand: Language for expressing and developing ideas** | | |
| understand how complex and compound-complex sentences can be used to elaborate, extend and explain ideas  AC9E7LA05 | * identifying and experimenting with a range of clause structures and discussing the effect of these in the expression and development of ideas * consolidating knowledge of simple, compound and complex sentences, recognising that a simple sentence can express sophisticated ideas and a complex sentence need not express “complex” ideas * examining the addition of ideas using a complex-compound sentence; for example, “When dinosaurs roamed the earth, weather patterns shifted significantly and as a result vegetation depleted.”   *EAL/D students may benefit from:*   * multiple opportunities to practise deconstructing sentences and identifying clause structure, with the complexity of the sentences appropriate to students’ level of English language proficiency | |
| understand how consistency of tense through verbs and verb groups achieves clarity in sentences  AC9E7LA06 | * identifying and discussing how verb tense is maintained in compound, complex and compound-complex sentences * identifying and discussing different forms of verb tenses and their use to maintain consistency of tense in different sentences; for example, “I organise the cake stall every week, and I am running the meeting this weekend, as well.”   *EAL/D students may benefit from:*   * modelling of verb forms during learning activities to develop a bank of verbs and their different forms which allow for greater linguistic choice * multiple opportunities to identify verb tense across a text and discuss how verb tense is maintained in sentences | |
| analyse how techniques such as vectors, angle and/or social distance in visual texts can be used to create a perspective  AC9E7LA07 | * comparing how perspectives are created in animations and advertisements * comparing how different advertisements advertise the same product, using techniques to create different perspectives for effect * analysing how the illustrations in picture books, graphic novels and advertisements use size, colour, angle, proximity, vector and salience to influence the reader   *EAL/D students may benefit from:*   * modelling the deconstruction of visual texts and inclusion of texts representing a range of cultural contexts | |
| investigate the role of vocabulary in building specialist and technical knowledge, including terms that have both everyday and technical meanings  AC9E7LA08 | * recognising vocabulary used to represent high utility, abstract academic concepts; for example, “factor”, “hypothesise”, “issue” and “critique” * identifying vocabulary used to write about a topic; for example, using terms for poetic devices and words to explain the effects of the devices in poems   *EAL/D students may benefit from:*   * using bilingual dictionaries to link learning to existing knowledge in students’ home language; use of visual support; use of concept maps to show related vocabulary; use of word charts showing the verb form and the nominalisation | |
| understand the use of punctuation including colons and brackets to support meaning  AC9E7LA09 | * examining the impact of information added to sentences when colons and brackets are used   *EAL/D students may benefit from:*   * models and explanations of the use of brackets and colons and multiple opportunities to practise deconstructing examples in use and explaining the impact or effect of the extra information provided | |

|  |  |  |
| --- | --- | --- |
| **Strand: Literature** | | **Year 7** |
| **Sub-strand: Literature and contexts** | | |
| **Content descriptions** *Students learn to:* | **Content elaborations**  *This may involve students:* | |
| identify and explore ideas, points of view, characters, events and/or issues in literary texts, drawn from historical, social and/or cultural contexts, by First Nations Australian, and wide-ranging Australian and world authors  AC9E7LE01 | * exploring ideas about heroism in literary texts by wide-ranging world authors * discussing the similarities and differences in character representations in film adaptations of novels and plays * exploring representations of characters and events in literary texts by First Nations Australians * exploring depictions of the city or the bush in Australian poems and short stories from different eras   *EAL/D students may benefit from:*   * use of visuals and explanation so students understand the contexts and background knowledge of the texts which may include opportunities to share and compare insights from texts read in their home language about the ideas, points of view, characters, events and/or issues related to these texts * wherever possible use a text by an Australian author or illustrator of that cultural background | |

|  |  |
| --- | --- |
| **Sub-strand: Engaging with and responding to literature** | |
| form an opinion about characters, settings and events in texts, identifying areas of agreement and difference with others’ opinions and justifying a response  AC9E7LE02 | * establishing forums and criteria for discussing the relative merits of characters, settings and events in literary texts * comparing personal opinions on texts and justifying responses in discussions which may include referencing behaviours such as integrity and loyalty   *EAL/D students may benefit from:*   * models of language required to both state an opinion and to respectfully agree with others |
| explain the ways that literary devices and language features such as dialogue, and images are used to create character, and to influence emotions and opinions in different types of texts  AC9E7LE03 | * comparing the representation of a character’s appearance in a novel and film version of the same text * explaining the impact and significance of language features in a text   *EAL/D students may benefit from:*   * deconstructing and exemplifying literary devices and language features that are used to create character * opportunities for students to demonstrate their understanding through image |
| discuss the aesthetic and social value of literary texts using relevant and appropriate metalanguage  AC9E7LE04 | * determining criteria for evaluating the aesthetic value of a literary text and share opinions * comparing a film adaptation of a literary text using specific language for naming the text structure, literary devices and language features of film and novels, and sharing opinions about the aesthetic and social value of each   EAL/D students may benefit from   * developing a bank of metalinguistic terms and scaffolded opportunities to practice using the metalanguage to discuss literary texts |
| **Sub-strand: Examining literature** | |
| identify and explain the ways that characters, settings and events combine to create meaning in narratives  AC9E7LE05 | * analysing and explaining the structure and features of short stories, discussing the purposes and appeal of different authorial choices for structure * exploring traditional stories from Asia and discussing their features; for example, use of the oral mode, visual elements and verse to convey the narrative   *EAL/D students may benefit from:*   * opportunities to represent understandings of character, setting and events visually |
| identify and explain how literary devices create layers of meaning in texts including poetry  AC9E7LE06 | * explaining the sound and rhythm of poetry using metalanguage; for example, “end and internal rhyme”, “meter” and “alliteration”, and discussing how layers of meaning are created * viewing or reading First Nations Australian films, plays and poetry, and explaining the layers of meaning created by imagery   EAL/D students may benefit from   * opportunities to discuss, in home language, layers of meaning in poetry from that language |

|  |  |
| --- | --- |
| **Sub-strand: Creating literature** | |
| create and edit literary texts that experiment with language features and literary devices encountered in texts  AC9E7LE07 | * using aspects of texts in imaginative recreations such as re-situating a character from a text into a new situation * creating a prequel using an imagined series of life events of a character presented as a series of flashbacks in a scripted monologue * creating chapters for an autobiography, short story or diary * experimenting with different narrative structures such as the epistolary form, flashback and multiple narrators * experimenting with imagery, sentence variation, metaphor and word choice when creating a literary text * transforming familiar print narratives into short video or film narratives, drawing on knowledge of the type of text and possible adaptations to setting for a new mode   *EAL/D students may benefit from:*   * modelling, deconstructing and joint constructions to scaffold a focus language feature or literary device. |

|  |  |  |
| --- | --- | --- |
| **Strand: Literacy** | | **Year 7** |
| **Sub-strand: Texts in context** | | |
| **Content descriptions** *Students learn to:* | **Content elaborations**  *This may involve students:* | |
| explain the effect of current technology on reading, creating and responding to texts including media texts  AC9E7LY01 | * investigating the influence of communicative technologies such as SMS, email and GIFs on written language * analysing the impact of interactive elements of digital texts on texts such as magazines read in a digital form * identifying changes in topics considered to be newsworthy as a result of technological change   *EAL/D students may benefit from:*   * opportunities to discuss the influence of communicative technologies using their home language and development of a bank of terms they can use to discuss the issues in English | |

|  |  |
| --- | --- |
| **Sub-strand: Interacting with others** | |
| use interaction skills when discussing and presenting ideas and information including evaluations of the features of spoken texts  AC9E7LY02 | * participating in pair, group, class, school and/or community speaking and listening situations, including informal conversations, discussions, debates and presentations * using effective strategies for dialogue and discussion in a range of formal and informal contexts, including speaking clearly and coherently and for an appropriate length, clarifying and rephrasing comments of others * identifying key evidence supporting an argument in a discussion between 2 speakers * choosing vocabulary and sentence structures for purposes and audiences, adapting language choices to meet the perceived audience needs * ensuring that ways of communicating for particular audiences are acknowledged   *EAL/D students may benefit from:*   * modelling and rehearsing effective language for dialogue and discussion including different question forms, sentence starters and evaluative language used in relation to spoken texts, for example ‘powerful’, ‘clear’, ‘persuasive’ |
| **Sub-strand: Analysing, interpreting and evaluating** | |
| analyse the ways in which language features shape meaning and vary according to audience and purpose  AC9E7LY03 | * explaining the relationship between language features, and audience and purpose, such as identifying which group would be the most likely target audience for the information in an advertisement and justifying why * examining depictions of the histories and cultures of First Nations Australians, discussing language features that shape meaning   *EAL/D students may benefit from:*   * close analysis of different language features used in a range of short texts on the same topic and how the language features change according to audience and purpose, for example a text message to a friend, an email to a parent, a speech to a group of teachers |
| explain the structure of ideas such as the use of taxonomies, cause and effect, extended metaphors and chronology  AC9E7LY04 | * identifying cause and effect in explanations and how these are used to convince an audience of a course of action   *EAL/D students may benefit from:*   * use of visuals such as concept maps to show how ideas are related in a text * scaffolded activities to trace a metaphor throughout a text |
| use comprehension strategies such as visualising, predicting, connecting, summarising, monitoring, questioning and inferring to analyse and summarise information and ideas  AC9E7LY05 | * comparing the presentation of ideas in formal and informal speeches and determining the reasons for the differences * analysing visual features including choice of image, colour, composition and font in covers of different editions of books when predicting the tone of a text * determining and summarising the key idea(s) of paragraphs and chapters in an extended text   *EAL/D students may benefit from:*   * use of visuals such as graphic organisers or retrieval charts to help students identify and organize ideas. demonstrations of, and opportunities to practice how to draw inferences, for example ‘The door opened, and a cooling wind came in.’ The inference is that the weather is fresh and cool outside. |

|  |  |
| --- | --- |
| **Sub-strand: Creating texts** | |
| plan, create, edit and publish written and multimodal texts, selecting subject matter, and using text structures, language features, literary devices and visual features as appropriate to convey information, ideas and opinions in ways that may be imaginative, reflective, informative, persuasive and/or analytical  AC9E7LY06 | * compiling a portfolio of texts in a range of modes related to a particular concept, purpose or audience; for example, a class anthology of poems or stories * using appropriate text conventions to create scripts for interviews, presentations, advertisements, radio segments, podcasts, digital and online reflections including vlogs * editing for meaning by removing unnecessary repetition, reordering sentences and varying sentence structures to refine ideas, adding or substituting words for impact, and reviewing accuracy of grammar, spelling and punctuation * tracking a word-processed document to jointly edit texts   *EAL/D students may benefit from:*   * teacher modelling, deconstruction and joint construction of new types of texts * guided or shared editing of texts |
| plan, create, rehearse and deliver presentations for purposes and audiences in ways that may be imaginative, reflective, informative, persuasive and/or analytical, by selecting text structures, language features, literary devices and visual features, and using features of voice including volume, tone, pitch and pace  AC9E7LY07 | * preparing a presentation combining print, visual and audio elements to explore and interpret ideas, drawing on knowledge and research about ideas and opinions different from students’ own * selecting features of voice, such as tone, volume, pitch and pace, for different audiences and purposes, recognising the effects these have on audience understanding and engagement * monitoring ideas developed at each stage of creating a presentation in a blog or journal * sharing feedback with a peer while planning, creating and rehearsing a presentation   *EAL/D students may benefit from:*   * the opportunity to present in smaller groups to build their confidence * opportunities to view and deconstruct language, visual and audio features of model presentations |
| **Sub-strand: Word knowledge** | |
| understand how to use spelling rules and word origins; for example, Greek and Latin roots, base words, suffixes, prefixes and spelling patterns to learn new words and how to spell them  AC9E7LY08 |  |

Year 8

|  |
| --- |
| **Year level description** |
| The English curriculum is built around the 3 interrelated strands of *Language, Literature* and *Literacy*. Together, the 3 strands focus on developing students’ knowledge, understanding and skills in listening, reading, viewing, speaking, writing and creating. Learning in English is recursive and cumulative, building on concepts, skills and processes developed in earlier years.  In Year 8, students communicate with others for a variety of purposes.  Students engage with a variety of texts for enjoyment. They listen to, read, view, analyse, interpret, evaluate, create and perform a range of spoken, written and multimodal texts. Texts may include various types of media texts including online and digital texts, novels, non-fiction, poetry and dramatic performances. Students develop their understanding of how texts are influenced by context, purpose and audience. They understand how the features of texts may be used as models for creating their own work.  The range of literary texts for Foundation to Year 10 comprises the oral narrative traditions and literature of First Nations Australians, and classic and contemporary literature from wide-ranging Australian and world authors, including texts from and about Asia.  Literary texts that support and extend students in Year 8 as independent readers may be drawn from a range of realistic, fantasy, speculative fiction and/or historical genres. They may involve intertextual references, some challenging sequences and/or non-stereotypical characters. These texts may explore themes of interpersonal relationships and ethical dilemmas in real-world and fictional settings, and/or represent a variety of perspectives. Informative texts may present technical information and abstract content from credible sources about specialised topics and concepts. Language features may include successive complex sentences with embedded clauses, unfamiliar technical vocabulary, figurative and rhetorical language, and/or information supported by various types of images and graphics.  Year 8 students create a range of texts whose purposes may be aesthetic, imaginative, reflective, informative, persuasive and/or analytical; for example, narratives, performances, reports and discussions, literary analyses and reviews for different audiences. |
| **Achievement standard** |
| By the end of Year 8, students interact with others, and listen to and create spoken and/or multimodal texts including literary texts. With different purposes and for audiences, they discuss, express and elaborate on ideas with supporting evidence. They select and vary text structures to organise, develop and link ideas. They select and vary language features including literary devices, and/or multimodal features and features of voice.  They read, view and comprehend a range of texts created to inform, influence and/or engage audiences. They explain how ideas are represented and how texts reflect or challenge contexts. They explain the aesthetic qualities of texts. They explain how text structures shape meaning. They explain the effects of language features including intertextual references and literary devices, and visual features.  They create written and/or multimodal texts, including literary texts for different purposes and audiences, expressing and advancing ideas with supporting evidence. They select and vary text structures to organise, develop and link ideas. They select and vary language features including literary devices, and/or multimodal features. |

|  |  |  |
| --- | --- | --- |
| **Strand: Language** | | **Year 8** |
| **Sub-strand: Language for interacting with others** | | |
| **Content descriptions** *Students learn to:* | **Content elaborations**  *This may involve students:* | |
| recognise how language shapes relationships and roles  AC9E8LA01 | * understanding that group identities are formed through language that reflects shared values, beliefs and behaviours, and through language choices that engender solidarity such as specialist terminology, acronyms and terms of address; for example, teenage groups and sportspeople have adopted particular words and ways of communicating * exploring the Australian Institute of Aboriginal and Torres Strait Islander Studies Map of Indigenous Australia and identifying language names that inform relationships to Country/Place   *EAL/D students may benefit from:*   * describing examples of the way their home language shapes relationships and roles | |
| understand how layers of meaning can be created when evaluating by using literary devices such as simile and metaphor  AC9E8LA02 | * identifying how authors use rhetorical devices that reveal the dark or serious aspects of a topic in humorous or amusing ways; for example, by making a statement but implying or meaning the opposite (irony), exaggerating or overstating something (hyperbole), imitating or mocking something (parody), and making something appear less serious than it really is (understatement)   *EAL/D students may benefit from:*   * creating a dictionary of rhetorical devices with explanations and examples and provide multiple opportunities to identify and add examples from text extracts | |
| **Sub-strand: Text structure and organisation** | | |
| explain how texts are structured depending on their purpose and how language features vary, recognising that some texts are hybrids that combine different genres or elements of different genres  AC9E8LA03 | * recognising how texts such as critical responses to texts, expositions, text interpretations and discussions are typically structured to achieve their purpose * discussing how the placement of images and written text in a linear or non-linear way, such as online texts, is used differently in a variety of texts for a purpose * explaining the structure and language features of texts such as narratives, literary recounts, memoirs, drama scripts, types of poems, formal speeches, comparisons and creative responses, discussions and debates, and explaining how these structures and language features support their purpose   *EAL/D students may benefit from:*   * teacher modelling and deconstructing a range of short texts to demonstrate how and why language changes to combine different genres in hybrid texts | |
| understand how cohesion in texts is improved by strengthening the internal structure of paragraphs with examples, quotations and substantiation of claims  AC9E8LA04 | * writing paragraphs of extended length that explain, substantiate and exemplify a particular viewpoint   *EAL/D students may benefit from:*   * modelling and deconstructing of paragraph structures to demonstrate how cohesive links, examples, quotations and evidence strengthen a point or argument | |

|  |  |
| --- | --- |
| **Sub-strand: Language for expressing and developing ideas** | |
| examine a variety of clause structures including embedded clauses that add information and expand ideas in sentences  AC9E8LA05 | * evaluating how speechmakers influence audiences though embedded clauses to add information * exploring how clauses and embedded clauses can be used to express ideas more succinctly   *EAL/D students may benefit from:*   * multiple opportunities to practise deconstructing sentences and identifying clause structure, with the complexity of the sentences appropriate to students’ level of English language proficiency |
| understand the effect of nominalisation in texts  AC9E8LA06 | * highlighting examples of nominalisation in a range of texts including informative texts and explaining the impact on content and tone * nominalising relevant verbs in a series of sentences and discussing the impact of the change in tone on potential audiences   *EAL/D students may benefit from:*   * creating tables of nominalisations to show both the verbs and nouns from which they originated and adding examples to the table from texts read in class |
| investigate how visual texts use intertextual references to enhance and layer meaning  AC9E8LA07 | * identifying intertextual references in advertisements and discussing their impact on layering meaning; for example, the interrelationship of words and images   *EAL/D students may benefit from:*   * including visual texts that reflect a range of cultural backgrounds |
| identify and use vocabulary typical of academic texts  AC9E8LA08 | * identifying the vocabulary of academic report writing on a topic; for example, the use of words such as “evidence”, “consequence”, “contradiction” and “acknowledge” for the topic “sustainability” * comparing and contrasting vocabulary choices in academic texts, considering how they are used to create precise information or convey abstract ideas   *EAL/D students may benefit from:*   * scaffolded activities that focus on short academic texts, highlighting and explaining examples of abstract words typically used in these texts * using bilingual dictionaries and clarify understanding with peers who share the same home language |
| understand and use punctuation conventions including semicolons and dashes to extend ideas and support meaning  AC9E8LA09 | * creating dialogue in drama showing interruptions, asides and pauses for effect   *EAL/D students may benefit from:*   * clear explanation of both the symbol and the function of punctuation as students may have different symbols in their home language. |

|  |  |  |
| --- | --- | --- |
| **Strand: Literature** | | **Year 8** |
| **Sub-strand: Literature and contexts** | | |
| **Content descriptions** *Students learn to:* | **Content elaborations**  *This may involve students:* | |
| explain the ways that ideas and points of view may represent the values of individuals and groups in literary texts, drawn from historical, social and cultural contexts, by First Nations Australian, and wide-ranging Australian and world authors  AC9E8LE01 | * discussing representations of characters from historical contexts in literary texts; for example, discussing the romantic representation of the Australian swagman and the values it reflects * explaining attitudes and ideas about the natural world in literary texts drawn from contexts different to their own * explaining the ways texts by First Nations Australian authors represent unique ways of being, knowing, thinking and doing   *EAL/D students may benefit from:*   * clear explanations of how a character may be represented to reflect societal values, for example through dialogue, character development or a character’s actions * wherever possible use a text by an Australian author or illustrator of that cultural background | |
| **Sub-strand: Engaging with and responding to literature** | | |
| share opinions about the language features, literary devices and text structures that contribute to the styles of literary texts  AC9E8LE02 | * comparing reviews of a literary text and evaluating opinions that challenge or support personal opinions * reflecting on and evaluating opinions and arguments about aspects of literary texts including characterisation, setting and plot   *EAL/D students may benefit from:*   * modelling, building and recording metalanguage required to discuss language features and language required to state an opinion, for example ‘I would say’, ‘It seems to me that...’, ‘In my view’ | |
| explain how language and/or images in texts position readers to respond and form viewpoints  AC9E8LE03 | * discussing how a complex picture book combines words and images to position readers to respond * sharing opinions about how a film positions the viewer to respond to a character   *EAL/D students may benefit from:*   * clear explanations of how language can be used to evoke a response in readers, for example identifying the descriptive language in “The girl’s cries were heart-breaking and her face had a look of hopelessness on it' that positions the reader to feel sympathy for this character | |
| **Sub-strand: Examining literature** | | |
| identify intertextual references in literary texts and explain how the references enable new understanding of the aesthetic quality of the text  AC9E8LE04 | * identifying intertextual references through allusion or quotation in written texts and discussing how knowledge of other texts influences the reader’s understanding and appreciation   *EAL/D students may benefit from:*   * teacher-supported discussions of intertextual references with explanations of a reference in its original form and the link to the newer text | |
| analyse how language features such as sentence patterns create tone, and literary devices such as imagery create meaning and effect  AC9E8LE05 | * recognising that tone is influenced when an author uses active or passive voice * examining how writers use terse and relatively simple language choices or more elaborate and complex syntax, and how these influence meaning * recognising that First Nations Australian authors use words and language to set tone when writing or speaking about specific themes; for example, words used to set the tone when writing or speaking about Country/Place   *EAL/D students may benefit from:*   * opportunities to hear a range of tones in spoken texts and deconstruction of language features used to create tone in written text (e.g. explanation of the difference between passive and active voice that impact tone) | |
| **Sub-strand: Creating literature** | | |
| create and edit literary texts that experiment with language features and literary devices for particular purposes and effects  AC9E8LE06 | * creating short stories focusing on characters and dialogue * combining literary devices to evoke a reader response * collaborating with a peer, which may include using online spaces, to write a short script with 2 characters, focusing on dialogue choices for each character * editing the imagery and word choices when creating a literary text and reflecting on the effect of those changes   *EAL/D students may benefit from:*   * deconstruct and jointly construct model texts to show how the literary devices and language features can be used to create a new text with similar features | |
| **Strand: Literacy** | | **Year 8** |
| **Sub-strand: Texts in context** | | |
| **Content descriptions** *Students learn to:* | **Content elaborations**  *This may involve students:* | |
| identify how texts reflect contexts  AC9E8LY01 | * identifying and explaining how social media texts reflect the context in which they are created * identifying how speeches for reconciliation reflect the context in which they are created   *EAL/D students may benefit from:*   * inclusion of texts from a range of cultural backgrounds including those of EAL/D students in the class | |
| **Sub-strand: Interacting with others** | | |
| use interaction skills for identified purposes and situations, including when supporting or challenging the stated or implied meanings of spoken texts in presentations or discussion  AC9E8LY02 | * participating in pair, group, class, school and community speaking and listening situations, including informal conversations, discussions, debates and presentations * listening to a conversation or speech, identifying the point being made, and explaining the tone and manner of presentation * using effective strategies for dialogue and discussion in range of formal and informal contexts, including speaking clearly and coherently and at appropriate length, asking questions about stated and implied ideas, and restating and summarising main ideas   *EAL/D students may benefit from:*   * sentence starters to support discussion and demonstrations of language used to support or challenge ideas and meanings, e.g. ‘In the same way...’, ‘Similarly...’, ‘In contrast...’, ‘Whereas...’ | |
| **Sub-strand: Analysing, interpreting and evaluating** | | |
| analyse and evaluate the ways that language features vary according to the purpose and audience of the text, and the ways that sources and quotations are used in a text  AC9E8LY03 | * evaluating an author's use of language features to present an opinion about those features * evaluating the use of sources and quotations and presenting an opinion about how an author has supported an idea   *EAL/D students may benefit from:*   * modelled deconstruction of a range of texts showing how quotations have been used to support an author’s idea or argument | |
| analyse how authors organise ideas to develop and shape meaning  AC9E8LY04 | * identifying the structure of ideas in a range of texts * examining texts that structure ideas according to proposition and support, cause and effect, and compare and contrast, and determine their effectiveness * exploring texts that attempt to solve problems in a particular way; for example, organising information by considering strengths as well as problems that arise from an approach * analysing how the organisation of a webpage shapes its meaning   *EAL/D students may benefit from:*   * concept maps to visually represent the organisation of ideas in a text or graphic outlines to trace the development of an idea through a text | |
| use comprehension strategies such as visualising, predicting, connecting, summarising, monitoring, questioning and inferring to interpret and evaluate ideas in texts  AC9E8LY05 | * reflecting on content by connecting and comparing information across and between texts * determining and applying criteria for evaluating the content of a website; for example, criteria for content and website purpose and its effectiveness * analysing the selection and composition of an image in a text and evaluating its effect on the credibility of the story   *EAL/D students may benefit from:*   * explanation of comprehension strategies using familiar texts with accessible content and language * use of visuals such as graphic organisers or retrieval charts to help students identify and organize ideas | |
| **Sub-strand: Creating texts** | | |
| plan, create, edit and publish written and multimodal texts, organising and expanding ideas, and selecting text structures, language features, literary devices and visual features for purposes and audiences in ways that may be imaginative, reflective, informative, persuasive and/or analytical  AC9E8LY06 | * experimenting with and editing text structures and language features; for example, paragraph order and content, and language choices to refine and clarify ideas * selecting vocabulary to position and persuade the reader; for example, adjusting language to show or acknowledge power * editing for accuracy of grammar, spelling and punctuation, and for meaning by experimenting with different order of ideas, a range of sentence structures, literary devices and vocabulary to clarify meaning for academic texts where appropriate * using conceptual maps or journals to plan and reflect on each stage of creating a written or multimodal text   *EAL/D students may benefit from:*   * teacher–supported deconstruction of model texts, modelling of planning for writing and joint construction of sample paragraphs or texts * guided or shared editing of texts | |
| plan, create, rehearse and deliver spoken and multimodal presentations for audiences and purposes, selecting language features, literary devices, visual features and features of voice to suit formal or informal situations, and organising and developing ideas in texts in ways that may be imaginative, reflective, informative, persuasive and/or analytical  AC9E8LY07 | * integrating multimodal features in a spoken presentation to support the audience’s understanding * choosing vocabulary and sentence structures, and using literary devices such as similes, metaphors and personification to meet perceived audience needs; for example, when debating a topic or creating a voiceover for a media presentation * selecting features of voice, such as tone, volume, pitch and pace, with particular attention to the effects these may have on audience reaction and acceptance of the ideas presented * collaborating with peers to develop a persuasive advertising campaign about a contemporary issue   *EAL/D students may benefit from:*   * teacher deconstruction of language, visual and multimodal features of model presentations. * the opportunity to present in smaller groups to build their confidence | |
| **Sub-strand: Word knowledge** | | |
| apply learnt knowledge to spell accurately and to learn new words  AC9E8LY08 | * understanding the different ways complex words are constructed, and drawing on morphemic knowledge and knowledge of unusual letter combinations when spelling these words * understanding where to obtain the spelling of Aboriginal language words and Torres Strait Islander language words; for example, the Australian Institute of Aboriginal and Torres Strait Islander Studies Map of Indigenous Australia, and the local First Nations Australian community | |

Year 9

|  |
| --- |
| **Year level description** |
| The English curriculum is built around the 3 interrelated strands of *Language, Literature* and *Literacy*. Together, the 3 strands focus on developing students’ knowledge, understanding and skills in listening, reading, viewing, speaking, writing and creating. Learning in English is recursive and cumulative, building on concepts, skills and processes developed in earlier years.  In Year 9, students interact with others and experience learning in familiar and unfamiliar contexts, including local or global community and vocational contexts.  Students engage with a variety of texts for enjoyment. They analyse, interpret, evaluate, discuss, create and perform a wide range of texts. Texts may include various types of media texts including film, digital and online texts, novels, non-fiction, poetry, dramatic performances and multimodal texts. Themes and issues may involve levels of abstraction, higher order reasoning and intertextual references. Students are beginning to develop a critical understanding of how texts, language, and visual and audio features are influenced by context.  The range of literary texts for Foundation to Year 10 comprises the oral narrative traditions and literature of First Nations Australians, and classic and contemporary literature from wide-ranging Australian and world authors, including texts from and about Asia.  Literary texts that support and extend students in Year 9 as independent readers may be drawn from a range of genres. They may involve complex, challenging plot sequences and/or hybrid structures that may serve multiple purposes. These texts may explore themes of human experience and cultural significance, interpersonal relationships, and/or ethical and global dilemmas in real-world and fictional settings. They may represent a variety of perspectives. Informative texts may represent a synthesis of technical and abstract information (from credible or verifiable sources) about a wide range of specialised topics and concepts. Language features may include successive complex sentences with embedded clauses, a high proportion of unfamiliar and technical vocabulary, figurative and rhetorical language, and/or dense information supported by various types of images and graphics.  Year 9 students create a range of texts whose purposes may be aesthetic, imaginative, reflective, informative, persuasive, analytical and/or critical; for example, narratives, performances, reports, discussions, literary analyses, arguments, transformations of texts and reviews for a range of audiences. |
| **Achievement standard** |
| By the end of Year 9, students interact with others, and listen to and create spoken and multimodal texts including literary texts. With a range of purposes and for audiences, they discuss and expand on ideas, shaping meaning and providing substantiation. They select and experiment with text structures to organise and develop ideas. They select and experiment with language features including literary devices, and experiment with multimodal features and features of voice.  They read, view and comprehend a range of texts created to inform, influence and/or engage audiences. They analyse representations of people, places, events and concepts, and how texts respond to contexts. They analyse the aesthetic qualities of texts. They analyse the effects of text structures, and language features including literary devices, intertextual references, and multimodal features.  They create written and multimodal texts, including literary texts, for a range of purposes and audiences, expressing and expanding ideas, shaping meaning and providing substantiation. They select and experiment with text structures to organise, develop and link ideas. They select and experiment with language features including literary devices, and experiment with multimodal features. |

|  |  |  |
| --- | --- | --- |
| **Strand: Language** | | **Year 9** |
| **Sub-strand: Language for interacting with others** | | |
| **Content descriptions** *Students learn to:* | **Content elaborations**  *This may involve students:* | |
| recognise how language empowers relationships and roles  AC9E9LA01 | * identifying the various communities to which students belong and how language reinforces membership of these communities; for example, the intimate language of family members, the jargon of teenage groups, the technicality of some online communities, the language specific to recreational groups and the interaction patterns of the classroom * exploring language used by First Nations Australian authors to reinforce relationships to Country/Place and with others; for example, “Hello” in Turrabul language is “Galang nguruindhau”   *EAL/D students may benefit from:*   * exploring if this use of language exists in the students’ home anguage | |
| understand how evaluation can be expressed directly and indirectly using devices such as allusion, evocative vocabulary and metaphor  AC9E9LA02 | * comparing texts that use evaluative language in different ways; for example, print advertisements, editorials, talkback radio, podcasts and poetry, and identifying wording that appraises indirectly through evocative language, similes and metaphors that direct readers’ views in particular ways   *EAL/D students may benefit from:*   * explanations of the cultural and historical knowledge required to identify and interpret allusion .g. ‘If you are not home by midnight, your car might turn into a pumpkin.’ (a reference to the fairytale, *Cinderella*), ‘Herculean effort’ (a reference to the strength of Hercules from classical mythology) * creating word banks and vocabulary clines showing graduation of emotional strength of words | |
| **Sub-strand: Text structure and organisation** | | |
| examine how authors adapt and subvert text structures and language features by experimenting with spoken, written, visual and multimodal elements, and their combination  AC9E9LA03 | * comparing the use of linear and non-linear narratives in a range of short stories, and determining the purpose and effect of the different structures * comparing the opening paragraphs of different public texts such as feature articles, and determining the purpose and effect of the different structures and language features   *EAL/D students may benefit from:*   * creating a timeline to show important events in a non-linear short story as they would have happened in chronological order, and another timeline to show these events as they actually appear in the short story | |
| investigate a range of cohesive devices that condense information in texts, including nominalisation, and devices that link, expand and develop ideas, including text connectives  AC9E9LA04 | * sequencing and developing an argument using language structures that suggest conclusions (“therefore”, “moreover” and “so”) or give reasons (“since”, “because”) or suggest conditionals (“if … then”)   *EAL/D students may benefit from:*   * teacher modelled and guided opportunities to practice condensing information in sentences using nominalisation, for example ‘The students were thinking about all the homework they had to do and this made them worried.’ - ‘The thought of all the homework they had to do made them worried.’ | |

|  |  |
| --- | --- |
| **Sub-strand: Language for expressing and developing ideas** | |
| identify how authors vary sentence structures creatively for effects, such as intentionally using a dependent clause on its own or a sentence fragment  AC9E9LA05 | * identifying the effects of using an interrupting clause inside another clause; for example, “His friend, who had left home the previous year, suddenly returned.”, intentionally using a dependent clause on its own; for example, “If you see what I mean.” or using a sentence fragment; for example, “Breathtaking!”   *EAL/D students may benefit from:*   * guided practice to vary sentence structure and explain the effects |
| understand how abstract nouns and nominalisation can be used to summarise ideas in text  AC9E9LA06 | * exploring sections of academic and technical texts, and analysing the use of abstract nouns; for example, “the previous argument”, “the prologue”, to summarise and distil information, structure the argument and summarise preceding explanations   *EAL/D students may benefit from:*   * development of a word bank and guided practice to identify abstract nouns and nominalisation used to summarise and distil information in texts |
| analyse how symbols in still and moving images augment meaning  AC9E9LA07 | * investigating the use of symbols; for example, specific seasons, weather and colours in images, films and picture books, and evaluating their contribution to viewers’ understanding, recognising that visual and verbal symbols have different meanings for different groups and cultures * understanding the use of symbols by First Nations Australians, where a symbol may have many meanings or have different meanings across First Nations Australian groups; for example, artwork enables First Nations Australians from a particular Country/Place to identify symbols and interpret the artwork   *EAL/D students may benefit from:*   * inclusion of still and moving images that reflect the cultural and linguistic diversity of students in the class to broaden discussion of symbols |
| analyse how vocabulary choices contribute to style, mood and tone  AC9E9LA08 | * identifying the words used to create nuanced meaning; for example, identifying the words that create a sarcastic tone in a text * identifying how the vocabulary used in a text contributes to its stylistic effectiveness   *EAL/D students may benefit from:*   * building a bank of words associated with style, mood and tone created in a short story or chapter of a novel * listening to spoken texts and participating in teacher-supported discussions about the word choices that contribute to a particular tone, e.g. a political speech |
| understand punctuation conventions for referencing and citing others for formal and informal purposes  AC9E9LA09 | * understanding who to and how to cite in essays, reviews and academic assignments, and when it is appropriate to use direct quotations or to report sources more generally   *EAL/D students may benefit from:*   * clear explanation and examples of punctuation conventions |

|  |  |  |
| --- | --- | --- |
| **Strand: Literature** | | **Year 9** |
| **Sub-strand: Literature and contexts** | | |
| **Content descriptions** *Students learn to:* | **Content elaborations**  *This may involve students:* | |
| analyse the representations of people and places in literary texts, drawn from historical, social and cultural contexts, by First Nations Australian, and wide-ranging Australian and world authors  AC9E9LE01 | * exploring and comparing representations of values of characters; for example, exploring the values associated with authority, community and family in literature drawn from different cultures and times * exploring how texts by First Nations Australian authors reflect unique ways of being, knowing, thinking and doing * exploring the way wide-ranging Australian novels, poems and films represent water and characters’ relationships with water   *EAL/D students may benefit from:*   * encouragement to share their knowledge of literary texts they have read in their home language and inclusion of literary texts reflecting cultural diversity | |
| **Sub-strand: Engaging with and responding to literature** | | |
| present a personal response to a literary text comparing initial impressions and subsequent analysis of the whole text  AC9E9LE02 | * interrogating and making judgements about a text, comparing others’ ideas against the student’s own and reaching an independent decision or consensus about the interpretations and ideas expressed   *EAL/D students may benefit from:*   * the opportunity to model, brainstorm vocabulary and refine their personal response to a text in a smaller group before sharing ideas with a larger group | |
| analyse how features of literary texts influence readers’ preference for texts  AC9E9LE03 | * reflecting on and discussing responses to literature including characterisation, setting details, plot events, themes and literary devices used to achieve particular effects, and collaboratively formulating a list of factors that distinguish value   *EAL/D students may benefit from:*   * identifying texts that they enjoy, including those from their home language, and recording the features of these texts that add to that enjoyment on a graphic organiser | |
| **Sub-strand: Examining literature** | | |
| analyse texts and evaluate the aesthetic qualities and appeal of an author’s literary style  AC9E9LE04 | * comparing texts created by the same author to determine literary style, assessing their appeal and presenting comparisons to others   *EAL/D students may benefit from:*   * opportunities to analyse and evaluate literary texts from their home language | |
| analyse the effect of text structures, language features and literary devices such as extended metaphor, metonymy, allegory, symbolism and intertextual references  AC9E9LE05 | * examining how different authors make use of devices such as imagery, and explaining the effect of these choices on audiences * identifying examples of literary devices in a range of poems and considering how they contribute to meaning and influence the emotional responses of the audience   *EAL/D students may benefit from:*   * teacher-supported discussions of intertextual references with explanations of a reference in its original form and the link to the newer text * clear explanations of the cultural and historical knowledge required to identify and interpret symbolism | |
| **Sub-strand: Creating literature** | | |
| create and edit literary texts, that may be a hybrid, that experiment with text structures, language features and literary devices for purposes and audiences  AC9E9LE06 | * taking an existing short story, poem, play or speech in print form and creating a short film * adapting traditional and contemporary literature through textual intervention, prequel or sequel * editing by checking for run-on sentences, ensuring that detail or repetition is used for effect, and ensuring paragraphs are linked in ways that develop the narrative   *EAL/D students may benefit from:*   * revising text structure frameworks to understand specific types of texts and then engaging in teacher– supported joint construction of short hybrid texts | |

|  |  |  |
| --- | --- | --- |
| **Strand: Literacy** | | **Year 9** |
| **Sub-strand: Texts in context** | | |
| **Content descriptions** *Students learn to:* | **Content elaborations**  *This may involve students:* | |
| analyse how representations of people, places, events and concepts reflect contexts  AC9E9LY01 | * examining the representation of public figures in media and recognising how these vary in different contexts * identifying and analysing how news is conveyed in texts; for example, analysing representations of an event at a particular time reported in the media * comparing texts from different time periods and analysing the language features used to represent individuals or groups   *EAL/D students may benefit from:*   * inclusion of texts that reflect their cultural heritage and opportunities to analyse representations of people, places, events and concepts in these texts | |
| **Sub-strand: Interacting with others** | | |
| listen to spoken texts that have different purposes and audiences, analysing how language features position listeners to respond in particular ways, and use interacting skills to present and discuss opinions regarding these texts  AC9E9LY02 | * discussing how stereotypes are created through language and how they position listeners to respond * using effective strategies for dialogue and discussion in a range of formal and informal contexts, including speaking clearly and coherently and for an appropriate length of time, presenting an opinion and listening to the opinions of others   *EAL/D students may benefit from:*   * previewing key language and concepts and listening to spoken texts more than once * having access to the written script of a spoken text | |
| **Sub-strand: Analysing, interpreting and evaluating** | | |
| analyse and evaluate how language features are used to represent a perspective of an issue, event, situation, individual or group  AC9E9LY03 | * analysing the use of language in the coverage of a contentious issue in a range of news and social media * explaining how authors use language features to represent ideas and convey opinions * comparing a range of advocacy, campaign or inspirational speeches from films or media and identifying language features that influence the listener   *EAL/D students may benefit from:*   * alternative methods of eliciting this information, such as graphic organisers, a teacher interview, or creation of a multimedia response * creating word clines of descriptive language encountered in texts to show how language choice can represent a range of perspectives | |
| analyse the organisation of ideas in paragraphs and extended texts, and evaluate its impact on meaning  AC9E9LY04 | * evaluating techniques used in texts to organise ideas and evoke emotional responses, such as comparison, contrast, exaggeration, juxtaposition, the changing of chronological order, and the expansion and compression of time * explaining whether the author conveys meaning effectively, through the sequence of information and evidence   *EAL/D students may benefit from:*   * representing text organisation using graphic organisers to support the evaluation. * development of a word bank to support their use of metalanguage to describe text features | |
| use comprehension strategies such as visualising, predicting, connecting, summarising, monitoring, questioning and inferring to compare and contrast ideas and opinions in and between texts  AC9E9LY05 | * comparing and contrasting visual representations of ideas, issues or events in online news reporting * comparing the representation of an event in print and digital sources, summarising their qualities, identifying opinions and analysing evidence * summarising articles representing a current event comparing and contrasting ideas and opinions in and between texts   *EAL/D students may benefit from:*   * use of visuals such as graphic organisers or retrieval charts to help identify and organize ideas | |

|  |  |
| --- | --- |
| **Sub-strand: Creating texts** | |
| plan, create, edit and publish written and multimodal texts, organising, expanding and developing ideas, and selecting text structures, language features, literary devices and multimodal features for purposes and audiences in ways that may be imaginative, reflective, informative, persuasive, analytical and/or critical  AC9E9LY06 | * developing an argument that has a series of sequenced and linked paragraphs, beginning with a contention, followed by a series of supported points that develop a line of argument, and a conclusion that summarises the main line of argument * creating informative texts that explain and analyse complex phenomena using well-chosen facts and precise language * reviewing and editing their own and others’ texts, which may involve using online applications, for accuracy of grammar, spelling and punctuation, and to achieve particular purposes and address specific audiences by improving clarity and control of content through organising, developing, extending and linking ideas * discussing choices of literary devices used in a literary text with a peer, and evaluating the potential effect of each choice on an audience   *EAL/D students may benefit from:*   * teacher–supported deconstruction of model texts, modelling of planning for writing and joint construction of sample paragraphs or texts |
| plan, create, rehearse and deliver spoken and multimodal presentations for purpose and audience, using language features, literary devices and features of voice such as volume, tone, pitch and pace, and organising, expanding and developing ideas in ways that may be imaginative, reflective, informative, persuasive, analytical and/or critical  AC9E9LY07 | * using graphics and text animations to accompany spoken text; for example, presenting a news item suitable for a current affairs program that uses images with spoken text to influence a viewer’s response * selecting features of voice such as tone, volume, pitch and pace for their specific effects to create tone or to persuade an audience * choosing text structures and adapting literary devices such as similes, metaphors and personification to meet the perceived needs of an audience when debating a topic, creating a voiceover for a media presentation or presenting a seminar * collaborating with peers to develop imaginative recreations of part of a text or to represent a key idea in a text   *EAL/D students may benefit from:*   * teacher deconstruction of language, visual and multimodal features of model presentations. * teacher-supported and small group opportunities to rehearse spoken presentations to practice features of voice for a specific purpose and audience, e.g. a slower pace to emphasise a point in a persuasive speech |
| **Sub-strand: Word knowledge** | |
| understand how spelling is used in texts for particular effects; for example, characterisation, humour and to represent accents and distinctive speech  AC9E9LY08 | * exploring the spelling of neologisms and their effect in media texts such as online posts; for example, “selfie” and “Paralympics” * analysing how spelling is used to represent the distinctive speech of a character by noting where authors have dropped letters from words to emulate the sound of spoken words   *EAL/D students may benefit from:*   * explanation of examples of distinctive speech achieved by an author’s spelling of particular words in a piece of dialogue |

Year 10

|  |
| --- |
| **Year level description** |
| The English curriculum is built around the 3 interrelated strands of *Language, Literature* and *Literacy*. Teaching and learning programs should balance and integrate all 3 strands. Together, the 3 strands focus on developing students’ knowledge, understanding and skills in listening, reading, viewing, speaking, writing and creating. Learning in English is recursive and cumulative, building on concepts, skills and processes developed in earlier years.  In Year 10, students interact with others and experience learning in familiar and unfamiliar contexts, including local or global community and vocational contexts.  Students engage with a variety of texts for enjoyment. They analyse, interpret, evaluate, discuss, create and perform a wide range of texts. Texts may include various types of media texts including film, digital and online texts, novels, non-fiction, poetry, dramatic performances and multimodal texts. Themes and issues may involve levels of abstraction, higher order reasoning and intertextual references. Students develop a critical understanding of how texts, language, and visual and audio features are influenced by context.  The range of literary texts for Foundation to Year 10 comprises the oral narrative traditions and literature of First Nations Australians, and classic and contemporary literature from wide-ranging Australian and world authors, including texts from and about Asia.  Literary texts that support and extend students in Year 10 as independent readers may be drawn from a range of genres. They may involve complex, challenging plot sequences and hybrid structures that may serve multiple purposes. These texts may explore themes of human experience and cultural significance, interpersonal relationships, and ethical and global dilemmas in real-world and fictional settings. They may represent a variety of perspectives. Informative texts may represent a synthesis of technical and abstract information (from credible or verifiable sources) about specialised topics and concepts. Language features may include successive complex sentences with embedded clauses, a high proportion of unfamiliar and technical vocabulary, figurative and rhetorical language, and/or dense information supported by various types of images and graphics.  Year 10 students create a range of texts whose purposes may be aesthetic, imaginative, reflective, informative, persuasive, analytical and/or critical; for example, narratives, arguments that include analytical expositions and discussions, analysis and responses that include personal reflections, reviews and critical responses for a range of audiences. |
| **Achievement standard** |
| By the end of Year 10, students interact with others, and listen to and create spoken and multimodal texts including literary texts. With a range of purposes and for audiences, they discuss ideas and responses to representations, making connections and providing substantiation. They select and experiment with text structures to organise and develop ideas. They select, vary and experiment with language features including rhetorical and literary devices, and experiment with multimodal features and features of voice.  They read, view and comprehend a range of texts created to inform, influence and engage audiences. They analyse and evaluate representations of people, places, events and concepts, and how interpretations of these may be influenced by readers and viewers. They analyse the effects of text structures, and language features including literary devices, intertextual connections, and multimodal features, and their contribution to the aesthetic qualities of texts.  They create written and multimodal texts, including literary texts, for a range of purposes and audiences, expressing ideas and representations, making connections and providing substantiation. They select and experiment with text structures to organise, develop and link ideas and representations. They select, vary and experiment with language features including literary devices, and experiment with multimodal features. |

|  |  |  |
| --- | --- | --- |
| **Strand: Language** | | **Year 10** |
| **Sub-strand: Language for interacting with others** | | |
| **Content descriptions** *Students learn to:* | **Content elaborations**  *This may involve students:* | |
| understand how language can have inclusive and exclusive social effects, and can empower or disempower people  AC9E10LA01 | * identifying language that seeks to align the listener or reader; for example, “of course”, “obviously”, “as you can imagine” * identifying the use of first person (“I”, “we”) and second person (“you”) pronouns to distance or involve the audience * identifying language used to reference or indicate shared assumptions * identifying language that appeals to shared cultural knowledge, values and beliefs * identifying examples of language that are inclusive or marginalising   *EAL/D students may benefit from:*   * ranking language examples from most inclusive to most exclusive | |
| understand that language used to evaluate, implicitly or explicitly reveals an individual's values  AC9E10LA02 | * identifying explicit expressions of values when evaluating * identifying subtle or implied values communicated through language; for example, using a term such as “teenager” to refer to an individual rather than using a specific name   *EAL/D students may benefit from:*   * building vocabulary to identify if a speaker or author is supporting, questioning or criticising a position, for example ‘affirms’ – supporting, ‘explores’ – questioning, ‘rejects’ – criticising | |
| **Sub-strand: Text structure and organisation** | | |
| analyse text structures and language features and evaluate their effectiveness in achieving their purpose  AC9E10LA03 | * comparing the text structure and language features of a print text transposed to an online environment and evaluating the effectiveness of the online text * analysing the text structures and language features of reviews from different sources, and evaluating their effectiveness * analysing and experimenting with combinations of graphics, text and sound in the production of multimodal texts such as documentaries, media reports, online magazines and digital books to influence audience responses   *EAL/D students may benefit from:*   * detailed guidelines of text structure and language features typically aligned to particular text purposes | |
| understand how paragraph structure can be varied to create cohesion, and paragraphs and images can be integrated for different purposes  AC9E10LA04 | * examining how authors vary paragraph structures for effect * examining the integration of paragraphs and images on websites for effect * evaluating the effect of the integration of paragraphs and images in graphic novels   *EAL/D students may benefit from:*   * explanation of ways cohesion is created in paragraphs and multiple opportunities to review paragraph structure and discuss the ways in which text and images work together for a particular purpose, for example in graphic novels, picture books and media reports | |
| **Sub-strand: Language for expressing and developing ideas** | | |
| analyse and evaluate the effectiveness of particular sentence structures to express and craft ideas  AC9E10LA05 | * recognising how the focus of a sentence can be changed through using the passive voice; for example, compare active “The police had caught the thief.” with passive “The thief had been caught.” * recognising how authors sometimes use verbless clauses for effect; for example, “And what about the other woman? With her dark glasses and briefcase.” * recognising that a sentence can begin with a coordinating conjunction for stylistic effect; for example, “And she went on planning how she would manage it.”   *EAL/D students may benefit from:*   * graphic organisers to consider aspects of sentence structure, for example sentence length, sentence beginnings, word order, punctuation * multiple opportunities to practise identifying clause structure, restructuring clauses and discussing the effect, selecting sentences appropriate to students’ level of English language proficiency | |
| analyse how meaning and style are achieved through syntax  AC9E10LA06 | * considering how nominalisation affects the way in which events are constructed and explained, making some information more explicit than other information * analysing how logical relations between ideas are built up by combining main with subordinate clauses indicating cause, result, manner, concession, condition, and so on; for example, “Although the poet was not generally well received by critics during her life (concession), her reputation grew substantially after her death.” * considering how abstraction in a noun group allows for greater generalisation of complex ideas in a sentence; for example, “He focused on the political, religious, social and economic elements of the society in his thesis.”   *EAL/D students may benefit from:*   * teacher explanation and opportunities to practice reconstructing complex sentences into a simple sentence with dense noun phrases, for example ‘After thoroughly exploring the cave, I found a rare egg.’ ‘The thorough exploration led to a rare discovery.’) | |
| evaluate the features of still and moving images, and the effects of those choices on representations  AC9E10LA07 | * examining features of visual texts that create nuance in representations; for example, analysing the use of light and dark, and evaluating the impact of light and dark on representing duplicity   *EAL/D students may benefit from:*   * dictionary of the terms used to name features of still and moving images | |
| use an expanded technical and academic vocabulary for precision when writing academic texts  AC9E10LA08 | * identifying the meaning of an increasing range of technical vocabulary; for example, using specific terms about rhythm such as “iambic pentameter” when analysing poetry   *EAL/D students may benefit from:*   * developing a personal dictionary of academic vocabulary, including examples and the opportunity to explain terms using home language. | |
| understand how authors use and experiment with punctuation  AC9E10LA09 | * using colons and semicolons in expositions and other extended texts to add detail or extend an idea * examining an author’s use of ellipses to create tentativeness in a character’s speech * reviewing the use of punctuation to represent emotions; for example, the use of multiple exclamation marks or punctuation emojis   *EAL/D students may benefit from:*   * clear guidelines on the range of punctuation and contexts for use | |

|  |  |  |
| --- | --- | --- |
| **Strand: Literature** | | **Year 10** |
| **Sub-strand: Literature and contexts** | | |
| **Content descriptions** *Students learn to:* | **Content elaborations**  *This may involve students:* | |
| analyse representations of individuals, groups and places and evaluate how they reflect their context in literary texts by First Nations Australian, and wide-ranging Australian and world authors  AC9E10LE01 | * analysing the ways in which cultural stories may be retold and adapted across a range of contexts, such as the story of the “anti-hero”, and evaluating how the “anti-hero” reflects the context * analysing how stories written by First Nations Australian authors contemporise or modernise traditional stories and evaluating the responses of contemporary audiences * analysing how humour is used to represent the underdog in Australian texts and evaluating how the underdog reflects the context   *EAL/D students may benefit from:*   * clear explanations of the historical, social and cultural context of literary texts * teacher-supported discussions of how representations result from conscious or unconscious choices by the author and opportunities to explore examples of this | |
| **Sub-strand: Engaging with and responding to literature** | | |
| reflect on and extend others’ interpretations of and responses to literature  AC9E10LE02 | * debating whether a text possesses universal qualities and retains relevance * presenting arguments based on close textual analysis to support an interpretation of a text; for example, writing an essay or creating a set of director’s notes * creating personal reading lists in a variety of genres and explaining why texts qualify for inclusion on a particular list   *EAL/D students may benefit from:*   * alternative ways of demonstrating this, such as a small group discussion, a visual representation, a teacher interview, or graphic organiser | |
| analyse how the aesthetic qualities associated with text structures, language features, literary devices and visual features, and the context in which these texts are experienced, influence audience response  AC9E10LE03 | * examining a range of texts and evaluating the effect of text structures and language features; for example, determining whether the narrative position of a child evokes reader sympathy towards an event or issue   *EAL/D students may benefit from:*   * exploring a range of short texts with familiar content and accessible language, to focus on a particular aesthetic feature such as a symbol or metaphor and record the emotion evoked by this feature | |
| evaluate the social, moral or ethical positions represented in literature  AC9E10LE04 | * identifying and analysing ethical positions on a significant issue, including values and/or principles involved, and evaluating the strengths and weaknesses of the position presented   *EAL/D students may benefit from:*   * exploring texts with familiar content and accessible language, to illustrate how a moral or ethical position is represented | |
| **Sub-strand: Examining literature** | | |
| analyse how text structure, language features, literary devices and intertextual connections shape interpretations of texts  AC9E10LE05 | * examining a range of short poems, a short story, or extracts from a novel or film to find and discuss examples of how language devices layer meaning and influence the responses of listeners, viewers or readers * examining satirical representations of events or ideas and determining how satire shapes interpretations and responses   *EAL/D students may benefit from:*   * support in exploring intertextuality by explaining the cultural and historical context of the original text referred to and using graphic organisers to record the connection to the newer text | |
| compare and evaluate how “voice” as a literary device is used in different types of texts, such as poetry, novels and film, to evoke emotional responses  AC9E10LE06 | * comparing the “voice” of protest in a range of poems or songs and evaluating how different voices evoke a response   *EAL/D students may benefit from:*   * opportunities to listen to examples of "voice” in recordings of poetry and plays and in texts in their home language | |
| analyse and evaluate the aesthetic qualities of texts  AC9E10LE07 | * using terms associated with literary text analysis; for example, “stanza”, “figurative language”, “symbolism” and “soundtrack”, when evaluating aspects that are valued and that contain aesthetic qualities * analysing and evaluating the use of literary devices; for example, commenting on the effect of symbolism in a text   *EAL/D students may benefit from:*   * developing a personal dictionary of aesthetic features of text, with examples and explanations using home language | |
| **Sub-strand: Creating literature** | | |
| create and edit literary texts with a sustained “voice”, selecting and adapting text structures, literary devices, and language, auditory and visual features for purposes and audiences  AC9E10LE08 | * experimenting with the aesthetic features that authors use in their own texts * creating a range of texts, experimenting with and manipulating “voice” for particular purposes and audiences * creating and editing a suite of short texts that focus on a key idea expressed in different voices * describing choices of text structures, literary devices, language, auditory or visual features made in a literary text and reflecting on the effect of those choices   *EAL/D students may benefit from:*   * teacher-supported joint construction of texts to build confidence in selecting text structures and literary devices * guided or shared editing of texts to ensure a sustained “voice” | |

|  |  |  |
| --- | --- | --- |
| **Strand: Literacy** | | **Year 10** |
| **Sub-strand: Texts in context** | | |
| **Content descriptions** *Students learn to:* | **Content elaborations**  *This may involve students:* | |
| analyse and evaluate how people, places, events and concepts are represented in texts and reflect contexts  AC9E10LY01 | * evaluating stereotypes of people, places, events and concepts, and expressing opinions on these representations in the contexts for which they are created * analysing representations of events and issues in First Nations Australian media   *EAL/D students may benefit from:*   * identifying cultural contexts within texts and build students’ background knowledge prior to reading | |
| **Sub-strand: Interacting with others** | | |
| listen to spoken texts and explain the purposes and effects of text structures and language features, and use interaction skills to discuss and present an opinion about these texts  AC9E10LY02 | * analysing spoken and multimodal features of media texts and discussing the effects of these features; for example, presenting an opinion on the combination of words and sound in creating mood   *EAL/D students may benefit from:*   * previewing key concepts, background knowledge, vocabulary and listening purpose prior to listening * using visual supports and prompts to support oral explanations and when presenting opinions | |
| **Sub-strand: Analysing, interpreting and evaluating** | | |
| analyse and evaluate how language features are used to implicitly or explicitly represent values, beliefs and attitudes  AC9E10LY03 | * analysing social or political cartoons to identify the implicit and explicit values, beliefs and attitudes expressed   *EAL/D students may benefit from:*   * inclusion of contemporary visual and media texts from a range of cultural contexts and teacher-supported discussions how attitudes within them are represented | |
| analyse and evaluate how authors organise ideas in texts to achieve a purpose  AC9E10LY04 | * identifying the organisation of ideas in a text and determining the purpose and effect; for example, how the eye is drawn across or down a webpage for a purpose * evaluating how ideas in an online review are organised and its success in achieving its purpose * comparing the organisation of ideas in political pamphlets and determining the impact of each   *EAL/D students may benefit from:*   * using a concept map to provide a visual representation of the organisation of ideas | |
| integrate comprehension strategies such as visualising, predicting, connecting, summarising, monitoring, questioning and inferring to analyse and interpret complex and abstract ideas  AC9E10LY05 | * monitoring the language features associated with right and wrong in a text and interpreting the representation of the abstract concept of justice * interpreting how visual features represent abstract concepts in advertising, such as the representation of parenthood in advertisements * summarising the qualities and interpreting the role of a character archetype in a range of texts and analysing the importance of this archetype   *EAL/D students may benefit from:*   * using visuals such as graphic organisers or retrieval charts to help students identify and organise ideas | |
| **Sub-strand: Creating texts** | | |
| plan, create, edit and publish written and multimodal texts, organising, expanding and developing ideas through experimenting with text structures, language features, literary devices and multimodal features for specific purposes and audiences in ways that may be imaginative, reflective, informative, persuasive, analytical and/or critical  AC9E10LY06 | * presenting a structured argument by providing a statement of the major arguments or concerns relating to an issue, previewing the structure of arguments, structuring the text to provide a major point for each paragraph with succinct elaboration, and concluding with a summary of the main issues or recommendations in an argument * creating written and multimodal texts that compel readers to empathise with the ideas and emotions expressed or implied * designing a webpage that combines navigation, text, sound, and moving and still images for a specific audience * reviewing, editing and refining their own and others’ texts for accuracy of grammar, spelling and punctuation, and to achieve particular purposes and address specific audiences through control and organisation of content, sentence structures, vocabulary choices and visual features * reflecting on the effect of choices made in a written or multimodal text and how these choices may be changed or developed in future texts   *EAL/D students may benefit from:*   * teacher–supported deconstruction of model texts, modelling of the planning process and joint construction of sample paragraphs or texts | |
| plan, create, rehearse and deliver spoken and multimodal presentations by experimenting with rhetorical devices, and the organisation and development of ideas, to engage audiences for different purposes in ways that may be imaginative, reflective, informative, persuasive, analytical and/or critical  AC9E10LY07 | * taking the role of a character in a reflective monologue, and considering and justifying actions and choices at a critical moment in the text * creating spoken multimodal texts that manipulate rhetorical devices to compel listeners to act * discussing and negotiating with peers in debates and panel discussions about issues related to a text   *EAL/D students may benefit from:*   * listening to spoken texts that employ rhetorical devices such as hyperbole and repetition, and recording their response to those devices * teacher deconstruction of language, visual and multimodal features of model presentations. | |
| **Sub-strand: Word knowledge** | | |
| use knowledge of the spelling system to spell words and to manipulate standard spelling for particular effects  AC9E10LY08 | * using homophones to create new spelling of familiar words; for example, “lite milk”   *EAL/D students may benefit from:*   * explanation of how the manipulated version differs from the original and in what contexts this would be accepted. | |